



Using the Common Core to Empower Writers Who Make a Difference in the World

Facilitated by:

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Welcome!

The photos provided remind me of the moments that have defined me as a teacher of writing. You may not know me, but I'm certain that we share some common stories. Which of these pictures bring back defining moments from your own history as a teacher? Select one or more, and be ready to share your connections.



My connections:

Today's Outcomes:

- 0 Participants will establish a vision that will serve as a guiding force for their work as educators and/or writers and consider how they might use the CCLS in service to this vision.
- 0 They will explore the ARCS framework and promising practices that can support the establishment of a writing community within or beyond their classrooms.
- 0 They will determine entry points that will enable them to begin establishing such a community.
- 0 They will examine and plan to test instructional strategies that can support writers in the development their processes, craft, and dispositions.

Defining Your Vision

On the next page, begin defining the vision of the teacher you hope to become, using as much specificity as possible. If necessary, allow the prompts to guide you.

- What would you like to learn and produce as a teacher?
- How would you like to influence those that you serve?
- What will your legacy be?
- What contributions will you make to the field?
- What expertise will you refine over the course of your career?
- How will you influence student performance?
- What difference will you make for kids, for your colleagues, for your school, and for your community?
- How will you make this difference?
- How will you know when you have achieved your vision?

**Draw, Write, or Use Photos to Articulate Your Vision.
Share it Below or in Any Digital Space that Suits You:**

How can you use the CCLS in service to this vision?

Being Mindful of Mind-Set

Your mindset is comprised of your assumptions, methods, and notions. It is often influenced by other people or groups of people. Mindset can become so well established that these same individuals and groups of individuals continually adopt previously accepted behaviors, choices, or tools without recognizing alternatives. When your mind is set, you often fall victim to cognitive bias and groupthink. This rarely facilitates learning, growth, or the achievement of goals. It does facilitate burn-out, though.

Being mindful of our mind-set and that of others can enable us to implement promising practices, consider unpopular choices and truths, and design and implement innovative tools that can enable us to meet our goals. When we commit to maintaining a particular kind of mind-set, we are more likely to nurture and protect it as well. This helps us persevere.

Consider this statement, made by David Coleman, architect of the *Common Core Learning Standards* and President of the College Board:

“The fifth point is about writing. Do people know the two most popular forms of writing in the American high school today? “Texting,” someone said; I don’t think that’s for credit though yet. But I would say that—someone said it—it is personal writing. The only problem, forgive me for saying this so bluntly, the only problem with those two forms of writing is as you grow up in this world you realize people don’t really give a shit what you feel or what you think. What they instead care about is can you make an argument with evidence--is there something verifiable behind what you’re saying or what you think or feel that you can demonstrate to me.”

David Coleman, “Bringing the Common Core to Life”, New York State Department of Education, April 28, 2011.

<http://usny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html>

Now, use the prompts below to guide a discussion about mind-set with a group of colleagues.

- *How would you describe the mind-set that underpins Coleman's statement?*
- *In what specific ways does this statement inspire learning, growth, and the achievement of goals?*
- *In what specific ways does this statement inhibit learning, growth, and the achievement of goals?*
- *Consider the potential implications of this statement on its audience. For instance: describe the potential ways in which Coleman's mind-set and words might have influenced the mind-set , words, and actions taken by the educational leaders who heard him speak that day. What curriculum decisions might they have advocated for after hearing these words? What might they have told teachers about the influence of the CCLS on writing instruction and assessment?*

The letter below was written by *Don Sternberg, Ed.D., Wantagh Elementary School, and SAANYS 2009 Elementary Principal of the Year*. It was shared with the parents of the students in his building just a few weeks ago, and soon after, it was published online by SAANYS and went viral on Twitter and facebook. As you read it, consider this educational leader's mind-set and intentions.

<http://www.saanys.org/viewarticle.asp?id=3452>

September 4, 2012

Dear Parents,

On behalf of the teachers and staff of the Wantagh Elementary School, I would like to welcome you back to school. I anticipate that the 2012-13 academic year will prove to be an exciting year.

We are all enthusiastic about the arrival of our new superintendent, Mr. D'Angelo, and the promise of a fresh vision for the academic well-being of our school district. Also, Mrs. Chowske will be joining our WES staff, functioning as our school's Elementary Supervisor [aka, Assistant Principal]. The future is bright as we move forward with the implementation of our Writers' Workshop program expanding into our fourth grade and kindergarten. This year we will also initiate a new K-5 math program called enVisionMATH. This program not only meets the national Common Core standards for Math but does so with enhanced technological experiences for our children.

One significant issue as we move into this new school year is that we will, at times, find it difficult if not impossible to teach authentic application of concepts and skills with an eye towards relevancy. What we will be teaching students is to be effective test takers; a skill that does not necessarily translate into critical thinking – a skill set that is necessary at the college level and beyond. This will inevitably conflict with authentic educational practice – true teaching.

Unfortunately, if educators want to survive in the new, Albany-created bureaucratic mess that is standardized assessments to measure teacher performance, paramount to anything else, we must focus on getting kids ready for the state assessments. This is what happens when non-educators like our governor and state legislators, textbook publishing companies (who create the assessments for our state and reap millions of our tax dollars by doing so), our NYS Board of Regents, and a state teachers' union president get involved in creating what they perceive as desirable educational outcomes and decide how to achieve and measure them. Where were the opinions of teachers, principals, and superintendents? None were asked to participate in the establishment of our new state assessment parameters. Today, statisticians are making educational decisions in New York State that will impact your children for years to come.

Standardized assessment has grown exponentially. For example, last year New York State fourth graders, who are nine or ten years old, were subjected to roughly 675 minutes (over 11 hours) of state assessments which does not include state field testing. This year there will be a state mandated pre-test in September and a second mandated pre-test in January for all kindergarten through fifth grade students in school. In April, kindergarten through fifth grade students will take the last test [assessment] for the year.

Excessive testing is unhealthy. When I went to school I was never over-tested and subsequently labeled with an insidious number that ranked or placed me at a Level 1, Level 2, Level 3 or Level 4 as we do today. Do you want your child to know their assigned 'Level'? What would the impact be on their self-esteem and self-worth at such a young age?

Of additional concern to me is the relationship between children and their teacher as we move into an era where teacher job status is based upon student assessment scores. Guess what, some children will become more desirable than others to have in class! And, conversely, others will be less desirable. There, I wrote it! That concept is blasphemy in our school where teachers live to prepare children to be productive learners and members of society. Teachers state-wide are worried that their relationship with students might change when they are evaluated based upon their students' test scores. Teachers want to educate students, not test prep them for job security.

Additionally, what should be shocking to you as a parent is that state and national databases are being created in order to analyze and store students' test scores – your child's assessment results and your child's school attendance! Do you realize that the state has mandated that classroom teachers must take attendance during every math, ELA, social studies and science lesson – everyone, every day for the entire school year! Those records are sent to the state and become statistically part of the teacher evaluation process. It will no longer be enough that your child 'was in school.' Rather, if he or she was at a band lesson or out of the room for extra help in reading and a math lesson was taking place in class, he or she will be noted as absent from that instruction. That will be factored into the teacher evaluation. Thinking of taking your child to Disney World for a week during the school year or leaving a day or two early for a long weekend skiing? Think again! Those absences will be recorded as illegal, missed seat time and sent to the state – as mandated by the state.

This is all part of the massive, multi-million tax-payer dollar teacher evaluation processes started by our Commissioner of Education, our governor, and our state legislators and fully supported by statisticians employed by the state and assessment-making companies. No one in Albany is selecting to see the end of the journey; that 98 percent of the students graduating from Wantagh Schools go on to two- and four-year colleges. Their myopic view is focused on the 'parts', not the whole. Who will eventually suffer? Your children!

The balance must now be struck between maintaining the special nature of an

elementary school setting and the cold and calculating final analysis rendered by statistics. The use of assessment data to drive instruction is a tenet of good educational practices. The use of assessment data to render a yearly prognostication of teacher competency is ridiculous.

You have the greatest impact on your child's school performance. Each teacher only has your children for 180 days per year and for less than six hours per day [minus lunch and recess times, art, music, and physical education classes]. It is our expectation that as partners in your child's education, you will be doing your part as well. As part of any evaluation of student performance, Albany must simultaneously be asking parents the following questions:

Does your child read at home each day for at least twenty minutes?

Do you read to your child every day?

Are math facts gone over daily until they are known automatically?

Is there a quiet location in the house for homework time and do you check your child's homework each night?

Is your child sent to school ready for the day with a good breakfast following at least eight hours of sleep?

Are after school activities monitored so that your child is not 'overbooked' and their stamina compromised?

Is your child in school daily [except when they are sick] and not taken out of school for any reason other than illness?

We will continue to have field trips, assemblies, and special school events but some events will be curtailed or rescheduled with an eye toward prudent times during the school year to maximize student seat time. However, it is unmistakable that we have entered into a new era of educational practice with higher stakes than ever before.

I look forward to working with you and your child as we start our new school year because....together we make a difference.

Thank you.

Don Sternberg, Ed.D.

Again, use the prompts below to guide a discussion about mind-set with a group of colleagues.

- *How would you describe the mind-set that underpins Sternberg's statements?*
- *In what specific ways does this letter inspire learning, growth, and the achievement of goals?*
- *In what specific ways does this letter inhibit learning, growth, and the achievement of goals?*
- *Consider the potential implications of this statement on its intended audience, Sternberg's staff, and the educators in the field who read it. For instance: describe the potential ways in which his mind-set and words might have influenced the mind-set , words, and actions taken by those who read it.*

Now reflect individually:

- How would you describe your mind-set about the Common Core?
- How does your mind-set inspire and/or inhibit learning, growth and the achievement of goals?
- How can we adopt a mind-set about the CCLS that aligns with our vision and that will also help us serve writers well?

Using the ARCS Framework to Establish and Sustain a Community of Writers

Defining Each Dimension of the ARCS Framework	Evidence of this Dimension at Work in the Case Study	Ideas for Establishing My Own Community of Writers
Alignment		
Representation		

Culture		
Sustainability		

Attending to ARCS in Your Community of Writers: A Self-Assessment Tool

Considerations for Each Dimension	Not Yet	Emerging	Developing	Consistently Implementing
Alignment				
<ul style="list-style-type: none"> Our class has defined a specific, shared vision for the difference we hope to make as a writing community. 				
<ul style="list-style-type: none"> I have defined a specific, shared vision for my learning, my behavior, my work, and the difference I hope to make as an educator. 				
<ul style="list-style-type: none"> Whenever we set goals, design plans, or make decisions, we consider our vision and make sure we are acting in alignment with it as a class. 				
<ul style="list-style-type: none"> Whenever I set goals, design plans, or make decisions, I consider my vision and make sure I am acting in alignment with it as an individual. 				
<ul style="list-style-type: none"> As a class, we regularly invest ourselves in defining the distance between our vision and current reality. 				
<ul style="list-style-type: none"> Our class has an action plan in place that defines each step that must be taken to achieve our vision. 				
<ul style="list-style-type: none"> I have articulated an action plan that defines each step that I can take to achieve my vision. 				
<ul style="list-style-type: none"> As an educator, I have taken the time to establish alignment between my vision, our shared classroom vision, and the expectations of the CCLS and 6 shifts. 				
Representation				
<ul style="list-style-type: none"> I have considered who will be most affected by the decisions I am making and the work that I am producing as an educator, and I have found ways to include these people during the planning stages of my work and at strategic points throughout the process. 				
<ul style="list-style-type: none"> I have ensured that their participation is meaningful not only to me but to them as well. 				
Culture				
<ul style="list-style-type: none"> Beyond teaching specific content, skills, and processes, I empower learners to assess their Dispositions, set goals in relation to them, and assess their growth over time. 				
<ul style="list-style-type: none"> Whenever I set goals, design plans, or make decisions, I consider the unintended consequences of my choices. 				
<ul style="list-style-type: none"> I am mindful of the way that I speak with learners and with my colleagues, and I take care to establish and help everyone maintain 				

a safe and collaborative learning space by using specific strategies and protocols				
Sustainability				
<ul style="list-style-type: none"> I consistently reflect on what I am doing, why I am doing it, how it is helping me achieve my vision, and how it serves those I am responsible for. 				
<ul style="list-style-type: none"> I work hard to resolve the tension that arises from this reflective process, without taking radical stances or going to extremes in my decision-making or actions. 				
<ul style="list-style-type: none"> I identify the most critical content, skills, and processes for my students to learn, and I make them a priority over others. 				
<ul style="list-style-type: none"> I help learners develop and then expect them to share their own expertise. 				

Now that you have completed this self-assessment, use what you have learned to establish goals and align an action plan that can support your own use of ARCS.

Goals:	Justification of Goals:	Actions That Will Enable Achievement of Goals:	Deadlines:
<i>I Will.....</i>	<i>Because.....</i>	<i>By Doing.....</i>	<i>By This Time....</i>

Helping Writers Define Authentic Purposes

What do you want to say?

Who do you want to say it to?

How will you connect to them?

GENRE
AND
OUTLET

Process and Craft

Which Dispositions do you need to leverage in order to be successful?

Helping Writers Become Other-Focused: Writing that Makes a Difference

Prompt	Potential Writing Topics and Forms
What is unfair? How can justice be served?	
What is fair? What is just? How can you substantiate this?	
Whose shoes do you need to step into? What can you learn about yourself and others in the process? How might others benefit from doing the same?	
Whose shoes do you need to step out of? How does this influence your perspective? How can others benefit from doing the same?	
What does happiness require? Peace? Satisfaction? What can others do to achieve these things?	
Who has power? Who is disenfranchised? How can balance be realized?	
Who are you in relation to others? What difference does this make?	
What must be done? How can you inspire others to do it?	

Who is Hurting?	Why?	Who Can Help?
What Do You Need to Say?	Who Do You Need to Say it To?	How Will You Say it?

Generating and Refining a Purposeful Writing Idea: Memoir, Personal Narrative

Loop and Zoom is a strategy that prompts writers to generate a great number of ideas, prioritize those that have the most potential, and dig into one with greater depth.

Procedure:

1. Use the first set of prompts below to help writers consider how their experiences can inform their work as writers. Provide one prompt, and then model how you might respond to it by telling a story. Then, pause to provide writing time. Writers should capture their ideas and stories without judgment.
2. Once you've given attention to each of the prompts below (or others, if you wish), invite writers to look over their lists and circle those that stir their emotions most.
3. Next, ask writers to choose ONE idea to play with for now.
4. Once writers have selected an idea, have them state it at the top of a new sheet of paper. Use the second set of prompts below to help them consider how they may want to develop this idea. Provide one prompt, and then model how you might respond to it by telling a story. Pause again to provide writing time. Again, writers should work without judgment.
5. Finally, provide writers about 20-30 minutes to begin drafting. Then, ask them to look back over their work and circle one person, place, or thing that requires greater detail.
6. Model how writers can "zoom" in on the subject and describe its finer details in much the same way we zoom in on the subjects we photograph in order to capture sharper detail.

Set 1:

1. When you were very young, who did you spend the most time with? Consider your family members, teachers, day care providers, neighbors, friends, others in your community, or even unique characters who didn't seem to play a huge role in your life, but who you remember seeing often.
2. Where did you spend the most time? Which spaces inside of your home or on your property? Which far away places? Secret hide aways? Favorite play spots? Homes of friends and family members? Places in your community?
3. What were the best things that happened to you?
4. Where did you feel safest?
5. What were the worst things that happened to you?
6. What frightened you most?
7. When did you first realize how strong you were?

8. When did you first realize how different you were?
9. Where did you feel a sense of belonging?
10. Where did you feel most alone?
11. What injustices do you notice in the world?
12. If you could make a difference in any way for any one, what would it be?
13. What kinds of writing are your favorites? If you were to write pieces like these, what would they be about?

Set 2:

1. What story is most important to tell about your subject?
2. Who is it most important to tell this story to?
3. How would you need to tell it, in order to make this subject interesting to your audience?
4. Use your senses to describe your subject.....capture what you see, hear, smell, taste, and feel.

What prompts would you add?

How could you transform this activity in order to support idea development within a different genre?

Generating and Refining Expository Writing Ideas in any Content Area

Provocation	Purpose, Audience, Form, and Outlet
What kind of expertise is cultivated in the course that you are taking? What kinds of writing do the experts from this field produce out there in the real world?	Find an example, analyze its purpose, intended audience, the form it takes, and where it was published. How can you produce something similar?
Articulate a problem you have encountered as a practitioner within this field. State the problem clearly, and theorize a potential solution. Use evidence to support your hunches. Test your theory, refine your hunches, and share your results.	<p>The purpose would be to inform other practitioners of potential problems and solutions and to make the problem-solving process transparent so that others might learn from the writer.</p> <p>Expository writing could be shared on a blog, in a niche-based forum, or submitted to a journal for publication. Writers could also video blog their performances and use a number of different apps to create tutorials.</p>
Identify a failure that you have experienced as a practitioner in the field. Reframe it by articulating what was learned and how this work has inspired you to try a new approach, set new goals, or attempt something innovative.	<p>This type of reflective writing can inspire other learners to reframe bad endings and persevere as learners.</p> <p>Pieces like this could also be shared within blogs or niche-based forums. Writers could also collaborate to create a collaborative anthology of similar pieces. Or, the audience for the work could simply be the writer. Reflective practice is critical to learning, goal-setting, and growth. This could serve as a metacognitive journal entry or reflective response.</p>
Use what you have learned to take a stance or make a claim. Use evidence to support your points, and apply selected techniques to persuade an audience to do the same.	When writers are thoughtful about the audience they intend to persuade and which outlets they might be able to leverage in order to connect with them. This will enable them to make meaningful publication choices that influence change.
Explore a claim and the supporting evidence provided by another writer. Respectfully challenge the logical fallacies present in the work and make a counterpoint. Support your point with evidence.	Critiques and counterclaims such as this should be published within outlets that will provoke further conversation—particularly by the writer of the original piece.

Provocation	Purpose, Audience, Form, and Outlet

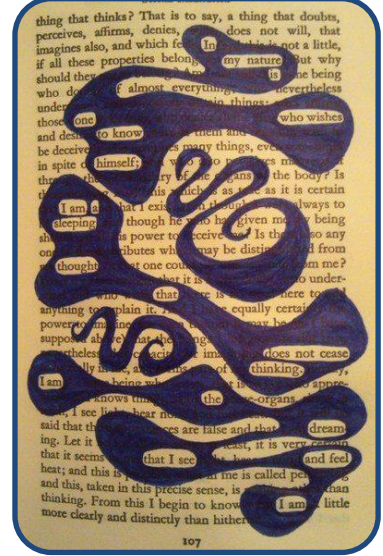
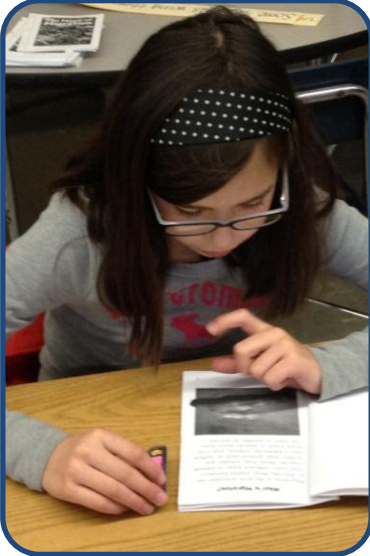
Powerful Writers

Embody Distinct Dispositions

Work with a group to explore and then define one of the six Dispositions of Practice that powerful writers possess. Use the following resources to deepen your understanding of this Disposition, and complete the chart provided on the following page as you prepare to share your insights with all of us.

Resources:

- The rubric for your assigned Disposition. Rubrics are located on the pages that follow.
- The memory box relevant to your assigned Disposition, which will be given to you.



According to the Rubric, How is This Disposition Evident in a Writer's Learning?

According to the Rubric, How is This Disposition Evident in a Writer's Behavior?

According to the Rubric, How is This Disposition Evident in a Writer's Work?

EXPLORING HOW THE DISPOSITIONS OF PRACTICE INFLUENCE THE WORK OF WRITERS

Writers Strive to Understand

- They are curious about what it means to be a writer or to create good writing
- They develop questions about these ideas and work hard to find answers to them
- They talk with others about their curiosities and discoveries
- They do research to learn more

Writers who strive to understand show this through their...	Beginning	Developing	Deepening	Embodying
Learning	<p>Writes in order to complete an assignment</p> <p>Asks questions to clarify directions and expectations around particular assignments</p> <p>Understanding of what it means to be a writer or to create good writing is defined by the teacher and/or grades received on finished products</p>	<p>Writes in order to improve craft, invites peer-review, edits work and makes minor revisions</p> <p>Asks questions to develop an understanding of what good writing is and what good writers do</p> <p>Studies what it means to be a writer and what good writing is, when prompted to by a teacher and/or in order to improve grades</p>	<p>Writes in order to grow as a writer, which improves craft. Revisits certain phases of the writing process in order to make meaningful revisions</p> <p>Asks specific questions that address unique curiosities. Deepening understandings lead to more questions.</p> <p>Studies what it means to be a writer and what good writing is in order to contribute to discussions and support the work of self and others</p>	<p>Examines writing of self and others in order to re-examine and revise previous assumptions about what it means to be a writer or produce good writing</p> <p>Ask questions that highlight gaps in understandings about writing or what it means to be a writer</p> <p>Seeks new information about what good writing is and what it may mean to be a writer. Uses what is learned to improve the work of self and others</p>

Behavior	Agrees that there is much to learn and understand, but spends little time discovering it	Studies ideas and information about writing when asked, but isn't ready to apply to own work	Studies new information and ideas about writing in order to grow as a writer	Asks others to share their perspectives and understandings and seeks new ideas in order to revise own
	Criticizes writing and learning based on assumptions and/or misinformation	Is willing to consider different perspectives and the expertise of others	Writer is able to support own beliefs with evidence and remain open and flexible to new ones	Promotes own perspectives and beliefs and encourages others to do the same
Work	Relies upon the teacher to provide writing/learning opportunities, structures, process, and strategies	Relies upon new knowledge of the writing process, dispositions, and writer's craft to create unique work	Studies work to define and meet goals as a writer.	Uses writer's process, craft, and dispositions to define new challenges and generate new questions for study

Writers Strive to Persevere

- They take their time as they move through the writer’s process, reflecting for a period of time before rushing to finish their work.
- They do not publish their work until it is the best that it can be.

Writers who strive to persevere show this through their....	Beginning	Developing	Deepening	Embodying
Learning	<p>Believes that they do not need to reflect or revise work—it is fine “as-is”</p> <p>Is constantly distracted by other interests or tasks</p>	<p>Willing to consider minor revisions of work</p> <p>Listens to suggestions or feedback from others only when required to</p>	<p>Asks those they are closest to to provide them general feedback about how work can be improved.</p> <p>Discusses ways to revise or improve work with others and focuses on improving what is easiest</p>	<p>Asks various people to provide specific kinds of feedback on their work and considers unsolicited feedback that might help them grow</p> <p>Participates in debate and conversations about writing process, craft, and dispositions.</p>
Behavior	<p>Focuses on getting tasks finished quickly and is frustrated when asked to revise</p> <p>Uses time provided for revision to do other things</p>	<p>Recognizes areas in need of revision and makes changes in order to get the work done</p> <p>Final revisions are made only during time provided by those expecting revision</p>	<p>Will eagerly revise work in order to meet expectations of others or get a good grade</p> <p>Makes time to revise thinking, work, and process in order to correct perceived problems</p>	<p>Eagerly revises work, thinking, and process in order to reach highest standards, as a means of satisfying self and audience</p> <p>Shares revised work, thinking, and process in order to gain additional feedback. Publication is seen as an opportunity to connect with others, which may inspire further revision of thought and work as well</p>

Work	The end product is nearly the same as the final draft	The end product is well-edited, but substantial changes in content or craft aren't approached	Revises thinking, process, and end-product in order to correct perceived problems	Revisions are purposeful and reveal significant growth in writer's craft, process, and end-product
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Writers Strive to be Courageous

- They are willing to discuss things that make them uncomfortable in appropriate ways.
- They are willing to feel the discomfort that comes with needing to change, learn, and grow.
- They seek out new responsibilities and challenges.
- They don't give up when writing process becomes hard.

Writers who strive to be courageous show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Is reluctant to share beliefs, concerns, questions, or work.	<p>Shares beliefs, concerns, questions, or work only when required to or when others have done so first</p> <p>Participates in planned discussions and conversations only by agreeing or disagreeing</p>	<p>Shares and acts on beliefs and values and shares concerns, questions, and work openly</p> <p>Participates in conversations and is willing to ask questions that reveal a lack of understanding</p>	<p>Shares values, beliefs, and assumptions in order to provoke debate</p> <p>Asks questions to reveal own limitations and help others do the same.</p> <p>Is willing to appropriately raise issues that may make others uncomfortable</p>
Behavior	<p>Avoids people who appear to be unlike him/her or from activities that might challenge perceptions and assumptions</p> <p>Avoids sharing own work or makes apologies for work</p> <p>Looks to the teacher for all assignments,</p>	<p>Listens to those who appear to be unlike him/her and attends activities that may challenge perceptions and assumptions, but does not take part in conversation or work</p> <p>Shares work only after others have</p> <p>Seeks guidance from the teacher in order to please him/her and "write</p>	<p>Participates in conversations and activities that challenge beliefs, values, ideas, and work</p> <p>Shares completed and unfinished work when asked</p> <p>Relies on growing expertise to guide decisions as a writer</p>	<p>Chooses to share beliefs, values, ideas, and work with those who appear to be unlike him/her in order to learn and grow as a writer</p> <p>Shares work and ideas at all stages of development</p> <p>Continues to grow as a writer and to support others in</p>

	answers, and processes	right”	and resolve the problems that arise	their growth even if doing so creates conflict
Work	Writes in ways that are expected, in order to get a good grade.	Attempts new processes and types of writing because it is expected.	Writes in ways that inspire others think deeply about what good writing is or what good writers do	Seeks new challenges and roles in order to remain energized and to inspire new ideas

Writers Strive to Reflect on What They Do

- They share their thinking and their work in order to evaluate it
- They set goals in order to assess their own progress and understand themselves
- They produce new work that is the result of what they've learned from previous work

Writers who strive to reflect on what they do show this through their....	Beginning	Developing	Deepening	Embodying
Learning	<p>Reflects on writing, thinking, and growth only when provided questions or prompts</p> <p>Speaks in a guarded way when responding</p>	<p>Assesses own writing only during formal activities</p> <p>Speaks openly about writing and thinking</p>	<p>Speaks thoughtfully about the meaning and value of their writing, thinking, and learning on a regular basis with various people</p> <p>Connects discoveries to possible actions</p>	<p>Asks questions about their writing, process, and thinking continuously</p> <p>Speaks about the effect that reflection has on work</p>
Behavior	<p>Sets goals that are too big or too narrow</p> <p>Recognizes a connection between reflection and quality of work, but struggles to set meaningful goals that lead to improved craft or process</p>	<p>Goals are not linked to unique needs or purposes as a writer</p> <p>Identifies general strengths and weaknesses in work only. Considers possible actions that may lead to improved craft or process</p>	<p>Sets thoughtful and realistic goals</p> <p>Acts to meet these goals and improve craft, process, and end-products</p>	<p>Is strategic in goal setting</p> <p>Assesses craft, writing, and process in terms of how it effects self and others</p> <p>Considers intended and unintended consequences</p>
Work	<p>Is aware that certain patterns and trends exist in every writer's craft, process, and end-products</p>	<p>Recognizes specific patterns and trends in their own craft and process when pointed out</p>	<p>Searches for patterns and trends in their own craft and process in order to assess effect on writing, audience, growth</p>	<p>Sets goals in response to patterns and trends noted in their own craft and process</p>

Writers Strive to Develop Their Expertise

- They grow and shape their knowledge and their skills as writers
- They share what they are learning and what they know with other writers in order to help them grow as writers
- They consider the needs of their audiences and their community and work to meet them

Writers who strive to develop their expertise show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Relies on existing knowledge and skills and will seek new information when assigned a topic or area of focus	Adds to existing knowledge and skills by seeking new information related to personal interests	Participates in research to answer questions and deepen understandings about writer's craft, process, or dispositions	Participates in individual and collaborative learning to grow the understandings and skills of the larger community as well as their own
Behavior	<p>Recognizes that learning is needed in order to grow as a writer</p> <p>Dreads the idea of sharing their writing, learning, or knowledge</p> <p>Hesitates to acknowledge learning or expertise</p>	<p>Takes steps to learn and grow, but only during specific time periods</p> <p>Approaches sharing of writing, learning, and knowledge as a burden or obligation</p> <p>Acknowledges learning and expertise with peers when prompted</p>	<p>Sees self primarily as a learner and struggles to define expertise that can be shared.</p> <p>Approaches sharing of writing, learning, and knowledge as a responsibility</p> <p>Will share learning and expertise with those who share similar interests or are pursuing similar questions</p>	<p>Recognizes and shares own expertise but is aware of limits and continually seeks additional learning</p> <p>Is personally motivated to share writing, learning, and knowledge</p> <p>Takes steps to share learning and expertise with others within and beyond classroom setting</p>
Work	<p>Work is motivated by own interests and needs as a writer</p> <p>Completes required learning activities</p>	<p>Is aware that the interests and needs of others may connect to their own writing, learning, and work</p> <p>Participates when invited to learn in various settings</p>	<p>Addresses the needs of others through their own writing, learning, and work</p> <p>Invites others to join them in learning relevant to common interests and needs</p>	<p>Connects their own interests and work with the needs of others and the community</p> <p>Creates learning opportunities that deepen their own work and that of others'</p>

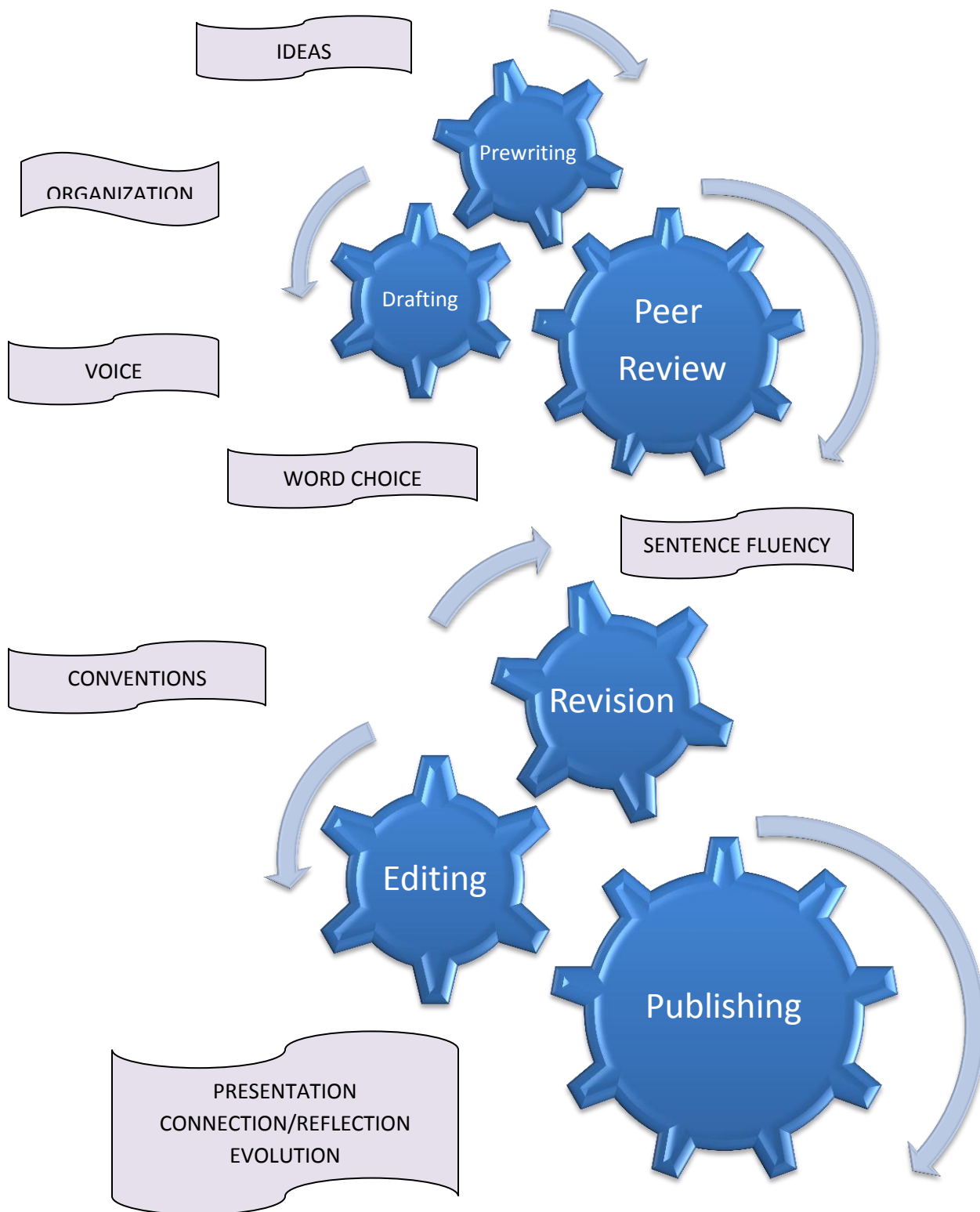
Writers Strive to Cooperate and Collaborate With Others

- They learn from and with others
- They act on the belief that learning and working with others helps them grow as learners, writers, and people
- They publish writing that results from collaborative learning and problem solving
- They approach publishing as an additional opportunity to learn, rethink, and revise

Writers who strive to cooperate and collaborate with others show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Discusses their writing process, craft, and growth with others when required	Discusses their writing process, craft, and growth with others when invited	Seeks out opportunities to discuss their writing process, craft, and growth and that of others	Helps self and others discuss, understand, develop, and share promising writing practices
Behavior	Offers and accepts support when required Prefers to work and think alone	Willingly offers and accepts support during formal activities Is curious about what others are working on or learning	Offers and asks for support without being asked Is interested in learning from others	Creates opportunities to support shared learning Is eager to expand upon the work of others
Work	Writing is shared with others as required Writing products are a strict reflection of own thought and does not benefit from peer-review	Writing is shared with others to gain help for specific purposes only Writing products are influenced but not significantly enhanced by peer-review	Writer openly shares work and encourages others to do the same Writing processes and products are enhanced by peer-review	Writing is driven by thought that emerges from peer-review, collaborative writing ventures, and joint projects that create new thinking, ideas, and processes



Writing is a Recursive Process



PROCESS+CRAFT

INSTRUCTIONAL STRATEGIES

As each phase of the writing process and each element of writer's craft is explored, use the thinking charts on the pages that follow to capture the ideas that you want to remember and your thoughts about implementing them well in YOUR content area.

Phase of the Process: PREWRITING

Elements of Craft to Focus on: IDEAS AND ORGANIZATION

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: DRAFTING

Elements of Craft to Focus on: IDEAS, ORGANIZATION, AND VOICE

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: DRAFTING

Elements of Craft to Focus on: IDEAS, ORGANIZATION, VOICE, AND WORD CHOICE

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: Drafting

Elements of Craft to Focus on: Ideas, Organization, Voice, Word Choice, and SENTENCE FLUENCY

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: Peer Review

Elements of Craft to Focus on: Ideas, Organization, Voice, Word Choice, Sentence Fluency

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: Editing

Elements of Craft to Focus on: Conventions

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Giving Them Words: Anchor Charts and Sentence Frames

Adapted from the work of Jim Burke

Applying Comprehension Strategies	Taking a Position
<p>Predicting: I predict that _____ If x happens then _____ Because x did y, I expect _____ I'm wondering if x _____</p> <p>Connecting: X reminds me of _____ X is similar to y because _____ X is important to y because _____</p> <p>Inferring: X is _____ so this means _____ Earlier, we learned _____, so this suggests _____ X causes Y as a result of _____, which demonstrates _____</p> <p>Summarizing: The main idea is _____ The author's point of view is _____ The author's purpose is to _____ We read this because _____</p> <p>Evaluating: The point made is valid/invalid because _____ The strengths of this piece are _____ The text/author does not do a good job of _____ What's most important about this is _____</p> <p>Analyzing the Text: The author uses _____ for the purpose of _____ The author assumes _____ and I agree/disagree _____ These particular features of the text clarify/convolute meaning _____</p> <p>Clarifying: This is what the author is really saying _____ Given that _____ happened, the author is trying to _____ X is not _____ but is instead _____</p> <p>Synthesizing: These factors suggest _____ Initially, we/I thought _____, but after learning _____, I now think _____ It's not a question of x but rather of y because _____</p>	<p>Agreeing: Most will agree that _____ because _____ I agree with the suggestion that _____ and this evidence supports that as well.</p> <p>Disagreeing: I would challenge x's point about y because _____ I would argue that _____ because _____ X claims y, but we've learned that _____ so _____ While x suggests y, this evidence disproves that _____</p> <p>Agreeing and Disagreeing: I agree that _____ I challenge y because _____ I share x's belief that _____ but question _____ because _____ I agree with _____ but question how that belief helps us resolve _____</p> <p>Arguing to Enlighten: X is happening, but it is not y but z that is causing it to happen. While x is true, I would argue y, because of z. Previously, we understood x to be the most important factor, but y has changed, having this effect _____. I'm noticing this relationship _____ which changes previous notions about _____.</p> <p>Provoking Action: We've learned x, so we must do _____ In order to do y, we must learn more about x. We used to think x, but now we realize y. Let's plan how we will use this information to do z.</p>

Giving Them Words: Anchor Charts and Smart Words

Adapted from the Work of Kyleene Beers

Words to Describe the Plot	
POSITIVE Realistic Coherent—scenes hang together well Satisfying Ending Complex Rich Unexpected turn of events Intriguing	NEGATIVE Unrealistic Jumbled or Plodding Frustrating Ending Cliché Simple Predictable Lackluster

Words to Describe Characters	
POSITIVE Complex Believable Eccentric Well-rounded Multi-dimensional	NEGATIVE Stereotypical Unbelievable Dull Flat Thinly Developed

Words to Describe the Theme	
POSITIVE Inspiring Subtle Powerful Memorable	NEGATIVE Overworked Heavy-Handed Overbearing Forgettable

Words to Describe the Author's Writing Style	
POSITIVE Descriptive Metaphorical Lively Action-Packed Poetic Wry Witty	NEGATIVE Dull Cliché Slow-moving Clunky Choppy Awkward Arrogant

Stretch the Sentence

Adapted from the work of Theresa Gray tgray@e2ccb.org

1. Give each student in a group a basic sentence or ask them to select one from a draft.
2. Students need to add one word to the sentence and then pass their paper to the left.
3. When students receive a new paper, they must rewrite the sentence and add one word to it.
4. When finished, writers can reflect on the following questions:
 - Which sentence was best? Why?

Samples to Use:

Phil walked the dog.

Sue ate the pie.

Larry ran to the park.

Anne swam in the pond.

Brody licked his ice cream.

Zoe chased the butterfly.

Draft of the WNY Young Writers' Studio Rubric: Elementary/Secondary Level

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED ____ My writing is fascinating. It sparks my readers' curiosities. My message is meaningful and focused. I show rather than tell.	EXPERIENCED ____ My writing has a unique flavor. The reader can hear me or my speaker in this piece. The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers. I use details that add emotion and reveal age or geographic location or historical setting in narrative writing. In expository pieces, I support my claims with facts and evidence.	EXPERIENCED ____ My writing unfolds in a compelling way. I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I add details and clues in just the right places.
DEVELOPING ____ My writing is descriptive. It provides details about my topic. My message is taking shape, but I'm still not completely clear about what it might be. I tell rather than show.	DEVELOPING ____ My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece. Some feelings are expressed, but my readers may not have a very strong reaction to my writing. I add some details that reveal emotion, age, or geographic location or historical setting.	DEVELOPING ____ My writing unfolds in a predictable way. My writing has a clear beginning, middle, and end. Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.
BEGINNING ____ My writing is vague. I may not know enough about my topic yet. My message may be confusing to a reader other than myself. I'm still thinking-aloud on paper. Missing details may make it hard for my reader to picture what I'm saying.	BEGINNING ____ I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice just yet. My readers may think that I don't have any feelings about this topic. I am still learning about who my characters are (story), what my position might be (argument or persuasive writing), or what is important to share (informative writing)	BEGINNING ____ I'm not sure how to organize my piece best. I'm learning how to create a hook or a lead, how to sequence the body of my writing, and how to form a good conclusion. Details may be missing or out of place.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p>	<p>DEVELOPING_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING_____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p>	<p>BEGINNING_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Assessing the Dispositions, Process, and Craft of Writers

	Experienced	Developing	Beginning
Dispositions	<p>--My curiosities about what good writing is and what good writers do help me grow as a writer, and I use what I learn to help others.</p> <p>--I participate in peer review, eagerly revise my work, and produce final drafts that demonstrate tremendous growth in my craft and process.</p> <p>--I take risks and try difficult things as a writer. I am willing to ask questions and show what I don't know in order to grow. I'm willing to learn from those who are different from me and those I may disagree with.</p> <p>--I reflect on my own work, set and revise my own goals, and speak about the effect that reflection has on my growth.</p> <p>--I eagerly share my expertise with others, but I know I still have much to learn. I take steps to keep learning.</p> <p>--I create opportunities to learn from and with others. I grow as a result of the collaborative work I do.</p>	<p>--I study what good writing is and what it means to be a writer when I'm expected to, in order to get a good grade.</p> <p>--I revise when I'm expected to. My final drafts are well-edited, but there are few real changes in what I'm saying or how I'm saying it.</p> <p>--I will take on new writing challenges when it is expected of me. I will ask questions and show what I don't know if others go first. I'm willing to listen to what everyone has to say, but I may contribute less.</p> <p>--I set my own writing goals and reflect on my progress when I'm asked to.</p> <p>--I share what I know with those who have similar interests or those I feel closest to.</p> <p>--I seek opportunities to discuss the writing process and my work with others, and I offer support to others without being asked.</p>	<p>--I'm not clear what good writing is or what good writers do just yet. I wait for others to tell me what to do.</p> <p>--I rush to get my work done quickly, and most of my final drafts are the same as my rough drafts.</p> <p>--I'm reluctant to take on new writing challenges, share my work, or learn from those who are different from me or who I might disagree with.</p> <p>--I need questions or prompts in order to reflect on my work. I struggle to set reasonable goals.</p> <p>--I don't like to share what I know or do with others. I don't find or make the time to continue learning. I rely on what I've already learned to complete my work.</p> <p>--I prefer to work alone and will only work with others when asked.</p>

Writing Process	<p>--I invest myself in brainstorming, taking the time to generate a wide range of ideas before pursuing one.</p> <p>--As I am drafting, I intentionally create a purposeful voice for my piece, and I consider how to organize my work best.</p> <p>--I participate in peer-review by providing feedback in strategic ways.</p> <p>--My work reflects deep revision of thought and process.</p> <p>--I seek to publish my work in a variety of venues.</p>	<p>--I brainstorm when it is expected of me and select the most predictable and acceptable idea.</p> <p>--My drafts follow an organizational structure provided to me by others. I'm still trying to decide how my speaker should sound.</p> <p>--I ask others to tell me how to improve my work.</p> <p>--Improvements in my work are mostly around conventions and organization.</p> <p>--I publish my work when I am asked to do so.</p>	<p>--My writing is usually based upon my first thoughts and ideas.</p> <p>--My draft answers the question or prompt provided to me, but it may be disorganized or lack appropriate voice.</p> <p>--My final copy is nearly identical to my rough draft.</p> <p>--My final copy isn't ready for publication yet.</p>
Ideas	<p>--My writing is fascinating. It sparks my readers' curiosities.</p> <p>--My message is meaningful and focused.</p> <p>--I show rather than tell.</p>	<p>--My writing is descriptive. It provides details about my topic.</p> <p>--My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>--I tell rather than show.</p>	<p>--My writing is vague. I don't know enough about my topic yet.</p> <p>--My message is confusing. I'm still thinking-aloud on paper.</p> <p>--Missing details make it hard for my reader to picture what I'm saying.</p>
Writer's Voice	<p>--My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>--The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>--I use details that add emotion and reveal age or geographic location or historical setting</p>	<p>--My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>--Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>--I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>--I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>--It seems that I don't have any feelings about this topic.</p> <p>--I don't include details that reveal mood, age, geographic location, or historical setting.</p>

Organization	<p>--My writing unfolds in a compelling way.</p> <p>--I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>--I add details and clues in just the right places.</p>	<p>--My writing unfolds in a predictable way.</p> <p>--My writing has a clear beginning, middle, and end.</p> <p>--Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>	<p>--My writing is very confusing. Readers struggle to make sense of it.</p>
Word Choice	<p>--My writing includes rich, precise words.</p> <p>--My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>--The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>--My writing includes correct words.</p> <p>--My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>--My words might be over-used or too flowery.</p>	<p>--My writing includes misused words.</p> <p>--My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>--I use the same words over and over again.</p>
Sentence Fluency	<p>--My writing is meant to be read aloud. It sounds wonderful!</p> <p>--I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>--All unnecessary details have been removed.</p>	<p>--My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>--Most of my sentences follow the same pattern.</p> <p>--I have used more words than I needed to.</p>	<p>--My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>--I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>--I use inappropriate words in this piece.</p>
Conventions	<p>--My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>	<p>--My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>	<p>--Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

COMMENTS:

What is High Quality Feedback?

DIMENSION	4 - SUPPORTS LEARNING AND GUIDES REVISION	3 - GUIDES REVISION	2 - INFORMS	1 - GRADES WITHOUT FEEDBACK
PURPOSE	-the purpose is to reinforce and connect the qualities taught to the work produced, to provide specific feedback, and to guide revision	-the purpose is to primarily guide revision via specific suggestions	-the purpose is to inform the author of general areas for improvement	-the purpose is to evaluate, grade
TIMING	-given when the author is able to internalize, discuss and use it to revise	-given when the author has ample time to use it to revise	-given during a prescribed time that is insufficient for the author to be able to use it	-given after the author has completed the work
CONTENT	<ul style="list-style-type: none"> - is descriptive, specific, purposeful, respectful, encouraging - describes specific strengths and weaknesses, beginning with strengths -includes specific references to the author's work -emphasizes the most important aspects of quality - includes suggestions for improvement that are prioritized - allows the author to maintain total control over the work by allowing response to suggestions - is informed by reviewer's knowledge of quality work and the author's abilities, development, previous experience, and attitude 	<ul style="list-style-type: none"> - is both general and specific, purposeful, respectful, encouraging - intersperses specific strengths and weaknesses - includes general references to the author's work - addresses aspects of quality without prioritizing - includes suggestions for improvement - allows the author to maintain control over the work by allowing choices from various suggestions - is informed by the reviewer's knowledge of quality work and the author's abilities 	<ul style="list-style-type: none"> -is general, discouraging -identifies general weaknesses - based on opinion that is not grounded in references to the author's work - addresses only the least important aspects of quality - improvements are made by reviewer - takes authority away from the author -is informed by the reviewer's knowledge of quality work 	<ul style="list-style-type: none"> -is vague - provides no specific information

Peer Review

Providing Warm and Cool Feedback

In July, I had the chance to participate in Peer Review with other teachers at a retreat that I went to with the members of my learning community. This process was shared with us by the woman who leads our group. Her name is Giselle Martin Kniep, and I'm happy to give her credit for teaching me this process. I learned a lot from it, and I hope that you will too!

What is peer review?

The peer review process is an opportunity to share our work with others and allow them to provide feedback and ask questions that will help us make improvements.

How does it work?

You will spend 15 minutes in peer review for each group member. During this time, you will follow these steps:

1. The writer will share a piece of work with you that he or she would like to receive feedback on. The writer will tell the group what he or she would like to learn from the process by sharing the purpose of the writing with you.
2. You will read the work or listen to it as it is read. Then, you will take a few minutes to plan your feedback/response.
3. You will provide WARM FEEDBACK first. You may only share one thought at a time, so that everyone has a chance to speak.
 - You may not give praise or any sort of compliment to the writer during peer review. You may do so afterward, though!
 - Determine what is strong about the piece, and use evidence from the writing to state what is strong about it.
 - Think about what the writer wanted to learn, and find the evidence that suggests how the writer achieved his or her goal.
4. After everyone has shared their warm feedback with the writer, begin to share COOL FEEDBACK.
 - You may not criticize the work or the writer by making statements about mistakes, errors, or weaknesses.
 - Instead, ask the writer to consider different points about the writing that may help him or her to improve.
 - Think about what the writer wanted to learn, and ask questions that might help the writer discover the answers himself or herself.

TIPS FOR PROVIDING WARM FEEDBACK:

Avoid using the following statements:

I liked it. This is good writing. Great job!

Use facts from the work to support your statements.

1. The way you describe the main character's behavior helps me understand her better.
2. You create an important message in your writing—that it never pays to tell a lie.
3. You describe the scenery using your five senses, and this helps me see the setting better.

Angela Stockman stockmanangela@gmail.com WNY Young Writers' Studio 2008

Peer Review

- **ASK** the writer which part of writer's craft he or she would like feedback on:
___ IDEAS ___ VOICE ___ ORGANIZATION ___ WORD CHOICE ___ SENTENCE FLUENCY ___ CONVENTIONS
- **READ** the rubric to find out what this really means
- **LISTEN TO or READ** the writer's work
- **WRITE** your feedback below

Warm Feedback:

No compliments! Use the rubric to complete the statement below.

Your use of _____ is strongest here:
(ideas, voice, organization, word choice, sentence fluency, conventions)

Cool Feedback:

In order to improve your use of _____,

I wonder if...

I am curious to know...

I'd like you to describe...

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Peer Review: Listening, Reflecting, and Planning to Revise

- ✓ Now, you will share your work with your classmates. They will use the rubric to offer you warm feedback and cool feedback. You will do the same for them.
- ✓ Warm feedback is not a compliment. Use the rubric to point out strengths in the writer's work.
- ✓ Cool feedback is not criticism. Use the rubric to point out areas that the writer might want to think about more or revise. Be ready to explain why.
- ✓ During peer review, capture what you hear. Then, describe what you will do next, based on what you learned.

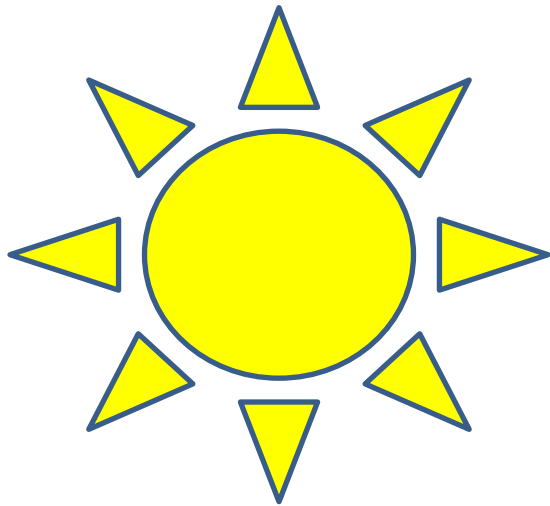
Warm Feedback I Received:

Cool Feedback I Received:

This is How I Plan to Revise My Work, Based on What I Learned from Peer Review:

Modified Peer Review

- ✓ With your teacher's help, plan to give another writer feedback on his or her work. When you share it, use your finger to point to the spot in the writer's work that you are talking about.



POINTS FOR WARM FEEDBACK



POINTS FOR COOL FEEDBACK



End of Day Reflection:

- 1. What were the most important things you learned today? What made this learning important?**
- 2. How did your thinking change over the course of today's session?**
- 3. In what ways are you planning to implement something that you learned?**
- 4. What further support do you feel you will need as you begin to support writers in your classroom?**
- 5. Please share any other thoughts with me here.....**

If You Want to Talk More after Today's Session, You Can Find Me Here:

Email:

stockmanangela@gmail.com

Blogs:

<http://wnyyws.org/blog>

<http://www.angelastockman.com/blog>

Twitter:

@angelastockman

Facebook:

WNY Young Writers' Studio

Interested in seeing these strategies at work with writers and connecting with other teachers who are passionate about writing instruction?

Please consider joining the WNY Young Writers' Studio!

Participation is free for teachers, and professional development credit is available to those who have administrative approval.

For more information:

<http://wnyyws.org>

RESOURCES TO SUPPORT YOUR STUDY OF WRITER'S CRAFT

NWREL Home Page

<http://educationnorthwest.org/resource/949>

This is the launch-pad for the traits and home to a wealth of resources.

Scoring Rubrics

<http://educationnorthwest.org/resource/464>

Rubrics are available here in a variety of formats.

6+1 Traits Scored Samples

http://apps.educationnorthwest.org/traits/scoring_examples.php

This is a searchable database of samples by grade and performance level.

6+1 Traits Scoring Practice

http://apps.educationnorthwest.org/traits/scoring_practice.php

This page provides un-scored samples that you may use to practice scoring with.

Posters

<http://tinyurl.com/cgbfqz>

These were created by teachers for use in classrooms. Free download.

Writing Fix

<http://writingfix.com>

This website provides the most comprehensive database of writing resources, lesson plans, mentor-texts, and student samples on the net. Scroll through the sidebar to access a wealth of 6+1 Traits materials.

Teaching That Makes Sense

<http://www.ttms.org>

Steve Peha provides numerous high-quality downloads that support instruction and assessment around the writing process and the 6+1 Traits in all content areas.

WNY Education Associates Blog

<http://www.angelastockman.com/blog>

My blog provides added support to the teachers and administrators that I train and coach. In fact, most of my posts are written in response to requests from the local people I work with each week. If you would like me to craft one in response to something you're interested in, just leave a comment there or email me.

What other resources would support your work as a teacher of writing?

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